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AUTHOR Rosner, Frieda C.
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ABSTRACT

The initial phase of the National Teacher Examination classroom management test for entry level teachers has been completed. Two systematic reviews of the literature on classroom techniques resulted in the identification and description of a wide range of managerial strategies--authoritarian, behavior modification, permissive, intimidation. Also identified were the content domains of effective classroom management--teacher characteristics, rules, systems, and teacher behaviors for increasing student engagement. Drawing upon the findings of these extensive literature reviews, a conceptual framework has been developed containing guidelines for the development of the test based on a series of assumptions on the nature, extent, and goals of the test. The content of the test will be derived from three sources: empirical research in classrooms, well-grounded theory and nonclassroom research, and accepted classroom practice. A variety of formats for the test are currently under consideration. Appended to this report are outlines of managerial strategies and content domains in classroom management identified by the literature reviews. (JD)

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THE FUTURE OF TEACHING AS A PROFESSION: ASSESSING CLASSROOM MANAGEMENT SKILLS

Frieda C. Rosner
Program Administrator
Educational Testing Service

U.S. DEPARTMENT OF EDUCATION
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The future of teaching as a profession depends on the ability of teachers to meet societal and professional goals. A key educational goal requires demonstration and evidence of the teacher's ability to skillfully, efficiently and humanely manage individuals and groups in the classroom. An NTE effort to explore new ways of improving teacher preparation and the testing of entry level teacher competency has focused on the development of a test in classroom management designed for preservice elementary and secondary teachers.

Test Bases for Assessing Classroom Management

The approach being used in planning for a classroom management test reflects a shift in emphasis. Academic knowledge provided in teacher education programs is to be selected with an eye toward classroom based criteria directly linked to the teaching act, and to a broader range of job-related classroom based knowledge and skills which comprise (or potentially comprise) teacher preparation.

This rationale moves us closer to a performance-based model that is responsive to the concerns of critics who argue for a closer relationship of tests and teaching. In this model, the candidate's ability to demonstrate acquisition of a knowledge base and application of the knowledge and skill required on the job are key. Also key are: (1) the appropriate selection of domains that comprise the knowledge base of classroom management, and (2) innovative measurement techniques that closely simulate the conditions and settings in which knowledge acquisition and knowledge application are demonstrated. In this context, it is critical to build a test that draws on diverse sources - sound professional and research literature; the combined judgments of teacher educators and teachers; validation studies using several available and tested models; and quality controlled test procedures that ensure broad based input throughout test development. It is also important to draw on multiple, objective evidences to corroborate an NTE score (or scores) in arriving at a fair and balanced interpretation of the candidate's competency.

The Classroom Management Project

The first task in developing the blueprints for a test in classroom management involved defining the domains that would guide the selection of content to be included on the test. Several initial discussions with educational researchers (Jere Brophy and others) led to a 1980 Princeton meeting of a core group of advisors charged with responsibility for addressing a conceptualization of classroom management, a rationale, and possible test models which would include recommendations for appropriate formats or approaches to testing. The Committee consisted of Dr. Wilford Weber, College of Education, University of Houston, Texas, who has researched and written extensively in the area; Marianne Amarel, ETS Senior Research Associate; and Dr. Mary Rohrkemper, Institute for Research on Teaching at Michigan State University, along with test development staff experienced in the professional education area. All have had extensive experience in classroom teaching and research as well as a grasp of the classroom management literature.

In a report summarizing a first attempt by these consultants to map the domains of classroom management, a conceptual framework was proposed. A review of the content domains and item types outlined in the consultant paper led to a recommendation by the NTE Research and Development Committee for a broader and more intensive study of the classroom management knowledge base involving:

(1) systematic and through search of the research literature (both empirical and descriptive), and a study of textbooks and other college or field-based resources currently used in teacher education,

(2) further identification of varying perspectives and viewpoints that were not represented in the initial conceptual plan, and

(3) further exploration of innovative test modes and item formats, including but going beyond the current paper-and-pencil approach.

Literature Reviews

In the Spring of 1981, a mini-RFP was circulated specifying the above tasks and encouraging well-known professionals to recommend appropriate nominees and/or sponsors who would be interested in supervising a protogee. A contract was subsequently issued to two study teams, each consisting of a senior researcher and a classroom teacher.

The first of these reviews, conducted by Wilford A. Weber and Linda A. Roff at the University of Houston, covers over 80 books and chapters that might be available to and used by teachers, teacher education students, and teacher educators. Weber and Roff worked independently as they attempted to capture the subtle distinctions among advocated or condemned managerial strategies, as represented by the authors. Thus, they focused on teacher behaviors associated with either of the following: (1) the establishment, maintenance and/or restoration of classroom conditions that promote appropriate student behaviors and consequently facilitate effective and efficient instruction and learning, or (2) the creation and perpetuation of classroom conditions that foster inappropriate student behavior and consequently hinder effective and efficient instruction and learning.

The second set of reviews, conducted by John Crawford of the Oklahoma City Public Schools and Catherine Robinson, Director of a pre-school and teacher in the San Diego Mission School, New Mexico, addressed the empirically-defined domain of effective classroom management research. They reviewed both technical research reports and published articles dealing with teacher behaviors, characteristics and cognitions thought to relate to effective classroom mangagement. Almost all of the studies were conducted in the field, with regular classroom teachers teaching their assigned elementary or secondary students.

Experimental, descriptive and correlational studies are included. The authors have included theoretical discussions related to management of classrooms and constructs related to children's developmental orientations toward rules, reward and punishment, and interpersonal perceptions.

These two reviews resulted in the identification and description of a wide range of managerial strategies. Summaries of the reviews will be widely disseminated in the first of a series of monographs so that teacher educators, teachers and others concerned about teacher competency and the professional knowledge base might have an opportunity to provide input regarding the adequacy of the reviews as a basis for test content specification. You should be receiving copies of this monograph courtesy of the NTE Policy Council, and AACTE and ATE, along with a questionnaire. We would appreciate receiving your comments as quickly as possible, once you have had an opportunity to study the reviews. We are grateful to AACTE and ATE who have been supportive of the NTE Policy Council's efforts to develop improved evaluation instruments and have sponsored this mailing to their memberships. We will also be distributing copies to various teacher organizations and state departments of education. Your comments will help in the development of a conceptual model and a valid assessment tool in the classroom. From a teacher preparation perspective, we need to know if these reviews adequately cover the field of classroom management as taught in programs with which you are familiar. We would also appreciate your comments on whether a test of classroom management is a timely addition and whether or not it would be useful in assessing teacher competency.

Briefly, the two reviews resulted in the identification and description of a wide range of managerial strategies. Weber and Roff identified 62 major strategies divided into eight categories: (1) authoritarian strategies; (2) behavior modification strategies; (3) cookbook strategies; (4) group process strategies; (5) instructional strategies; (6) intimidation strategies; (7) permissive strategies; and (8) socioemotional climate strategies.

Crawford and Robinson outlined the content domains of effective classroom management as: (1) teacher characteristics; (2) teacher behavior and classroom environment characteristics for dealing with student misbehaviors; (3) rules, systems, and teacher behaviors for increasing student engagement; (4) behavior modification procedures related to effective classroom management, and (5) the impact of the developmental level of the students on effective classroom management. Examples of the Weber-Roff strategies and the Crawford-Robinson domains are available in this paper.

Development of a Conceptual Model

After a thorough review of these reports, the R&D Committee recommended that another meeting of classroom management consultants should be held for the purpose of fine-tuning the initial conceptualization drawing from the RFP literature findings. In addition to the two principal RFP investigatiors (Crawford and Weber) and a practicing teacher (Robinson), they recommended that two additional consultants be invited to address the remaining gaps in content and some unresolved issues of test modes, formats and item types. Invited were Dr. Edmund Emmer, R&D Center for Teacher Education, Unive sity of Texa , whose research interests presently focus on classroom organization and management and teacher behaviors affecting pupil outcomes, and Dr. Donald Medley, University of Virginia, whose NTE long-range mapping paper suggested new testing formats potentially suited for a test of this nature. While the resulting conceptualization is tentative, I can share with you the version that is currently under consideration.

Assumptions

The development of the classroom management test is being guided by a series of assumptions:

1. There is a suffficient body of knowledge based on research and practice to support the development of a separate test on classroom management as a part of a national testing program.

2. The development of the test will be long-ran e (approximately five years), upon the recommendation of the NTE Policy Council and the R&D Committee. The goal to build the highest quality instrume t will take precedence over timing, if that choice becomes nec ssary.

3. The test will be an additional but independen test offering in the Core Battery, a battery of tests designed to measure General Knowledge, Communication Skills, and Professional Knowledge. It will be geared to the beginning, entry-level teacher.

4. The test will be intended primarily for preservice use by teacher education students who have had opportunity to practice management s ills in classroom situations.

5. The test will incorporate but not be limited by existing teacher education curricula.

6. The test will reflect knowledges and skills thought to be of practical significance to the classroom teacher.

7. The test will be appropriate for beginning teachers of all levels (K-12) and subject-matter specialities.

8. The validation of the test content will draw upon appropriate input from classroom teachers, teacher educators, and educational researchers.

9. The test will include and go beyond a paper-and-pencil format, and will include other types of formats, modalities and item types recommended to and endorsed by the Policy Council.

10. The developmental efforts in regard to the test will reflect broad-based input which considers diverse perspectives, experiences, and backgrounds.

11. The test will be considered only one possible measure of classroom management competence. The developmental efforts will include a a statement describing what the test can and cannot measure.

With these assumptions in mind, the next stage of the process resulted in a definition of the term classroom management that made a distinction between the managerial and instructional dimensions of teaching. At this stage, managerial strategies were viewed as those that fostered appropriate student behavior and discouraged inappropriate student behavior.

Definition

Classroom management is viewed as directed at the complementary goals of achieving high levels of student engagement in classroom activities and minimizing disruption or inappropriate student behavior. High levels of engagement and minimal disruption create an environment suitable for learning, whereas opposite conditions hinder the accomplishment of the cognitive and affective outcomes of schooling.

Model

To manage classrooms successfully, teachers must first possess knowledge of activities and behaviors that will help achieve good management outcomes In addition, the teacher must be able to use this knowlege to evaluate and respond to classroom events. Thus, classroom management has both preactive and interactive components. Preactive components include identifying clear expectations for appropriate student behavior, defining suitable classroom procedures, planning their implementation, and evaluating and revising management strategies. Examples of interactive components include teaching appropriate behavior to students, monitoring, and dealing with inappropriate behavior.

1.0 Preactive Teacher Behaviors Intended to Promote Student Engagement or to Minimize Disruption.

1.1 Gather and process information about the setting and about alternative management strategies (e.g., obtain and interpret relevant student data such as socioeconomic status, presence of special children etc.; or school factors such as policies or rules for behavior.

1.2 Identify expectations or goals (e.g., decide on appropriate behavior in whole class or small group activities).

1.3 Plan procedures and strategies (e.g., plan ways to help keep students accountable for work).

1.4 Evaluate and revise if necessary (e.g., decide when to change a procedure, what evidence is appropriate, what alternatives are available).

2.0 Interactive Teacher Behaviors Intended to Promote Student Engagement

2.1 Teach appropriate behavior (e.g., teach students how to behave in small groups).

2.2 Maintain behavior (e.g., monitoring, appropriate use of consequences).

2.3 Change inappropriate behavior (e.g., get a disruptive student back on task).

Validity Considerations: Knowlege Base, Item Formats, Predictive Power

Test content will be derived from three sources: empirical research in classrooms, well-grounded theory and nonclassroom research, and accepted classroom practice.

Although no general accepted codification of knowlege about classroom management is currently present in the teacher education curriculum and components are scattered throughout academic and field-related courses, a substantial body of research supports the profession's view that classroom management is central to the teaching role (see books edited by Duke, 1979; Duke, 1982). Furthermore, a variety of books and manuals translating research into practical recommendations on classroom management have been written for teachers. Thus the basis for classroom management components of the teacher education curriculum exists. Most importantly, a consideration of validity with respect to the probable uses of this test (e.g., as one component of a teacher selection process) makes it vital that the test reflect a research based content domain. Hence the reliance on research findings as a primary source of content. This is in contrast to an item selection process which would rely on a survey of course content alone.

Test Format

Decisions related to test format are important when we consider the interactive nature of teaching and the necessity for the teacher to perceive and process multiple information inputs. The validity of the test in specifying how well a teacher is likely to handle interactive components of classroom management would be suspect if the test used only item formats which allowed consideration of alternatives for essentially untimed intervals.

Consequently a variety of other formats have been considered for testing interactive skills. These formats include both different models for presenting information to the testee as well as different response modes. Presentation modes that have been considered include audio presentation of a vignette with an accompanying slide/tape presentation of a question, the use of still photographs to supplement vignettes, the use of line drawings or cartoons, a videotape or film presentation, and paper and pencil presentation of vignettes. Response modes that could be used with most of the preceding presentation modes include "yes or no" options, 3- or 4-point scales to indicate the appropriateness of choosing a course of action, paired options, constructed short answers in which candidates would write a brief description of how they would respond, and selection of alternative choices from a list of possibilities.

Conclusion

The initial phase in the development of an NTE classroom management test for beginning teachers has been completed. Reviews of the empirical and professional literature have been prepared. A preliminary conceptual model based on research has been developed to assist in the specification of domains that will comprise the test content. We are beginning to explore possible audiovisual formats that will successfully translate classroom events or vignettes into classroom management assessments. The literature reviews upon which these vignettes will be based are to be widely disseminated in the first of a series of monographs. Our plans call for open review and dialogue among teacher educators, professional organizations, certifying agents and others concerned with improving the quality of teaching. Reactions will be solicited to assure that the reviews are complete, that they will represent the work in the field, and that they relate to the way management is conceptualized and taught in teacher preparation programs and used in successful practice. We hope such dissemination and feedback will also keep teacher preparation and teacher assessment in close relation to one another.

Appendix

- Weber and Roff managerial strategies
- Crawford and Robinson outline of content domains in classroom management

Weber and Roff identified sixty-two major strategies which they categorized into eight categories. The following is a listing of those sixty-two strategies:

1. Authoritarian strategies.
   a. Establishing and enforcing rules.
   b. Issuing commands, directives, and orders.
   c. Utilizing mild desists.
   d. Utilizing proximity control.
   e. Utilizing isolation and exclusion.
2. Behavior modification strategies.
   a. Utilizing positive reinforcement.
   b. Utilizing praise and encouragement.
   c. Utilizing modeling.
   d. Utilizing shaping.
   e. Utilizing token economy systems.
   f. Utilizing contingency contracting.
   g. Utilizing group contingencies.
   h. Reinforcing incompatible alternatives.
   i. Utilizing behavioral counseling.
   j. Utilizing self-monitoring.
   k. Utilizing cues, prompts, and signals.
   l. Utilizing negative reinforcement.
   m. Administering punishment
   n. Utilizing overcorrection.
   o. Utilizing response cost.
   p. Utilizing negative practice.
   q. Utilizing satiation.
   r. Utilizing extinction.
   s. Utilizing fading.
   t. Utilizing time out.
3. Cookbook strategies.
   a. Following tried and true prescription.
4. Group process strategies.
   a. Exhibiting withitness behaviors.
   b. Exhibiting overlapping behaviors.
   c. Maintaining group focus.

d. Fostering reasonable, clearly understood expectations.

e. Sharing leadership.

f. Establishing and maintaining group morale.

g. Develping cooperation.

h. Fostering group cohesiveness.

i. Promoting productive group norms.

j. Involving students in decision making.

k. Employing classroom meetings.

l. Resolving conflicts through discussion and negotiation.

m. Employing roleplaying.

5. Instructional strategies.

   a. Providing interesting, relevant, and appropriate curriculm and instruction.

   b. Establising classroom routines.

   c. Giving clear directions.

   d. Employing effective movement management.

   e. Utilizing interest boosting.

   f. Providing hurdle help.

   g. Planning for environmental changes.

   h. Planning and modifying the classroom environment.

   i. Restructuring the situation.

6. Intimidation strategies.

   a. Utilizing harsh reprimands.

   b. Employing threats.

   c. Utilizing physical restraint.

   d. Administering corporal punishment.

7. Permissive strategy.

   a. Maximizing student freedom.

8. Socioemotional climate strategies.

   a. Fostering positive interpersonal relationships.

   b. Communicating genuineness.

   c. Communicating empathetic understanding.

   d. Communicating acceptance.

e. Utilizing effective communication.

f. Exhibiting active listening.

g. Utililizing humor.

h. Employing logical consequences.

i. Utilizing reality therapy.

Crawford and Robinson provided the following outline of the content domain of effective classroom management:

1. Teacher characteristics.
   a. Teacher withitness.
   b. Teacher overlapping.
   c. Teacher ability to maintain smoothness and momentum.
   d. Teacher ability to build and maintain rapport.
   e. Teacher ego strength.
   f. Teacher accuracy in diagnosing student skill levels.
   g. Teacher ability to translate diagnosis into prescription of appropriate tasks.
   h. Teacher values concerning emphasis on academic progress of students.

2. Teachers' behavior and classroom environment characteristics for dealing with student misbehaviors.
   a. Teacher "desist" events.
      (1) Avoidance of target errors.
      (2) Avoidance of timing errors.
      (3) Avoidance of strong negative reactions.
      (4) Use of calm warnings.
   b. Teacher monitoring.
      (1) Teacher movement around the classroom.
      (2) Arrangement of physical aspects of room to facilitate monitoring.
   c. Teacher interpersonal skills: allow students to tell their side of the story.
   d. Teacher holding of students responsible for misbehaviors.
   e. Teacher use of socialization and positive problem solving instead of punishment.

3. Rules, systems, and teacher behaviors for increasing student engagement.
   a. Early in the school year.
      (1) Communication of expectations to students.
      (2) Teacher acceptance of student ideas; teacher display of positive affect.
      (3) Make consequences clear to students.
   b. Efficiency.
      (1) Minimize interruptions of lesson; maintain continuity of lesson's signal system.
      (2) Develop automatic mechanisms for handling students' personal and procedural needs.
      (3) Involve students in housekeeping.
      (4) Use of blackboard.
      (5) Avoid long transitions.
   c. Let students know what to do upon completion of assignments.
   d. Use of room arrangement to accommodate traffic patterns, lines, separation of quiet and noisy areas.
   e. Group alerting; teacher maintains suspense, alerts non-performers.
   f. Accountability.
   g. Rules.
      (1) Teach the rules, routines, and expectations.
      (2) Involve students in rule production.
      (3) Be consistent in using reward and punishment.
   h. Direct students to relevant stimuli; provide clues and overviews.
   i. Avoid spending too much time with one student at a time.
   j. Encourage students' efforts to maintain involvement: use of self-management and self-regulation systems.
4. Behavior modification procedures related to effective classroom management.
   a. Teachers should know operant principles--positive reinforcement, extinction, negative reinforcement, and punishment.
   b. Effective classroom methods for increasing or maintaining desirable behavior.
      (1) Modeling.
      (2) Token reinforcement.
      (3) Contingent teacher attention.
      (4) Programmed instruction.
      (5) Shaping through the use of successive approximations.

c. Effective methods for decreasing the incidence of undesired behavior.

(1) Extinction--withdrawal of attention or positive reinforcement (when misbehavior is not severe).

(2) Punishment--should be contingent, quick, used sparingly, not physical, and not while punisher is angry or emotional.

d. Use of verbal praise.

(1) Sparingly.

(2) Contingent on truly superior performance.

(3) With specificity about the behavior being praised.

(4) Sincerely and appropriately for the situational context.

5. The impact of the developmental level of the students on effective classroom management.

a. Kohlberg's theory.

(1) Young children (elementary grades) define morality by the consequences of their actions.

(2) Older children seek approval of peers and adults and recognize authority.

(3) High school age adolescents recognize democratic rule and self-accepted principles.

b. Piaget's theory.

(1) Mutual acceptance of rules and rigid adherence to rules by young children.

(2) Junior and senior high school age children come to understand the need for rules, the nature of rules, and that rules can be altered by mutual consent.

(3) Children progress from an early view of culpability that links blame with the magnitude of the act to a later stage where intentionality is considered.